



The Blacksmith in Society

Lesson Plan #5 - Revitalizing the Spirit

Teacher Background As open space shrinks, citizens become more acutely aware of the benefits of communing with nature. While this need was not as obvious in earlier times, people have long realized that the human spirit can be revitalized by a brief sojourn away from the hustle and bustle of the industrial world. This lesson plan highlights the "Return to Nature" movements of the early 20th century that lead to the creation and preservation of multiple National Park Service areas including Catoctin Mountain Park.

Goal After contemplating the attached readings, students will have a greater appreciation of the "special places" set aside for the enjoyment of the general population realizing that we owe today's recreational opportunities to the forward thinking of our predecessors.

Objectives

- To illustrate how the use, conservation or depletion of natural resources affects an area.
- To show how people "return to nature" hoping to find inspiration that will help them cope with the stresses of their everyday lives.
- To tell how Franklin Roosevelt's economic recovery programs jump-started the American economy and left a legacy for future generations.

This activity is relevant to the following Maryland Learning Outcomes:

For Grades 4 and 5

#1 Social Studies Skills
Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.

- Apply and organize information specific to social studies disciplines by reading, asking questions, and observing. (MLO 1.2)
- Interpret and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents. (MLO 1.3)
- Make decisions and analyze decisions of individuals, groups, and institutions. (MLO 1.5)

#3 Geography
Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- Identify and locate physical and human characteristics of places and explain how those characteristics have affected people living there. (MLO 3.2)
- Describe the relationship between physical characteristics of a place and the location of human activities. (MLO 3.3)
- Identify ways and reasons why people adapt to and modify the natural environment with technology, and analyze consequences of the modifications. (MLO 3.8)

For grades 6- 8

#1 Social Studies Skills

Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.

- Evaluate and organize information specific to social studies disciplines by reading, asking questions, investigating, or observing. (MLO 1.2)
- Interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents. (MLO 1.3)
- Make decisions and analyze decisions of individuals, groups, and institutions in other times and places and evaluate the consequences. (MLO 1.5)

#3 Geography

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- Analyze geographic characteristics that influence the location of human activities in world regions. (MLO 3.3)
- Evaluate ways and reasons why humans modify their natural environment to meet their wants and the consequences of the modifications. (MLO 3.8)

#4 Economics

Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- Analyze the relationship between the availability of natural, capital, and human resources, and the production of goods and services now and in the past. (MLO 4.3)

Materials Needed

1. Reading, "Camp Misty Mount: A Place for Regrowth", taken from the Teaching with Historic Places Lesson Plan for Camp Misty Mount, a complete copy of which can be found at :
www.cr.nps.gov/nr/twhp/wwwlps/lessons/47misty/47misty.htm

2. Readings for Lesson Plan #5, provided.
3. Reading, "The Changing Uses of the Catoctin Mountain Forests".
4. Drawing 1, Camp Misty Mount (needed for Follow- up Activity only)

Suggested Activity

1. After reviewing the introduction to the Teaching with Historic Places Lesson Plan, "Camp Misty Mount: A Place for Regrowth", complete the "Setting the Stage" teaching activity so that students will understand how the land that comprises Catoctin Mountain Park has been used over the past several centuries.
2. Distribute copies of the readings for Lesson Plan 5 to students and have them read both excerpts. Ask students to write a paragraph describing how an experience with nature has influenced their lives. When the paragraphs are complete, have students exchange paragraphs so that they can read about another student's experience. After reading about Christian Weller, the National Park study and other student's experiences, lead students in a group discussion addressing the benefits that can be obtained by communing with nature.
3. Distribute the Reading, "The Changing Uses of the Catoctin Mountain Forests", have the students complete the questions on the worksheet for that reading.
4. Have students work in small groups to locate state or federally protected forests or other natural places in their immediate area. Have them find out the current ownership and history of the sites and explain why they are publicly or privately owned. If possible they should look for maps of their locality from 10, 25, and 50 years ago, and note how much natural land was undeveloped compared with today. They might use field guides to determine how long various places have been left to nature or whether they have been part of a reclamation project. Then have students analyze the current conditions of the properties, the growth of surrounding communities, the availability of recreational areas, and the importance of the ecosystem to decide if these areas should be preserved. Have each group present its findings to the class and then hold a general discussion about the quality of the remaining natural places in their locality.

Follow-up Activity

- Explain to students that during the 1930s, organization camps were seen as the most effective means of helping urban populations obtain an experience in nature.
1. Break students into groups of three to four, and tell them they have just become counselors at a facility like Camp Misty Mount. Their job is to organize a one- week outdoor education program for students their age.

2. Their plans should run Monday through Friday and mix recreation and environmental education.
 - What topics should the students study, how will they learn, and why?
 - What will the daily schedule be?
 - Are there any facilities they would like to add to Drawing 1 to make this week more enjoyable?
 - Have the groups reassemble and discuss their plans. Conclude by asking them if they think such programs are important, and why they have reached that conclusion. (This activity may also be presented as an individual written assignment.)
3. The "Forging Ahead" picture used on the cover of this folder is a copy of a historic Works Progress Administration (WPA) poster. Test student's ingenuity by having them design a poster representing the goals of the WPA. After the posters are completed, search the internet for additional posters. Were the students ideas similar to those published?
4. Show your students that learning can be fun! Encourage students to visit a nature center, natural history museum or attend an interpretive program at a park. Ask them to report what they learning and show how the learning experience was different from a typical class in school.